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*Medieval university life.*—Writers of the history of education have drawn much of their material regarding medieval university life from a Latin volume of unknown authorship which first appeared in 1481. The frequent reference to this source has stimulated Professor Seybolt to make a translation<sup>1</sup> which is now available for the use of classes studying the history of education.

The *Manuale* gives an interesting and vivid account of life in German universities of the later Middle Ages. Several chapters are presented through the medium of a dialogue between two students. Through their conversation, the author gives a wealth of information concerning the formalities of matriculation, the course of study, methods of instruction, dormitory life, and the very lively details of the Freshman initiation ceremony. The author makes rather free use of student colloquialisms which serve to vivify the situations described. The translation makes available a body of interesting and valuable source material which will be useful as supplementary reading for college classes.

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*Association psychology.*—Students of educational psychology will be interested in a recent book<sup>2</sup> by Professor Warren, in which he has presented a stimulating and scholarly account of the development of the concept of association. Beginning with Aristotle, there is pictured in considerable detail the growth of the association theory up to and including the writings of George Henry Lewes. Special chapters on continental associationism and on experimental studies of association point out many interesting relationships between associationism proper (almost a purely English formulation) and other lines of psychological inquiry. A number of summary and critical chapters do much to clarify the more important steps in the development of the conception of association and its applicability to the issues of current psychological theory.

The reviewer believes that Professor Warren's book is especially valuable because it is written so evidently for the modern psychologist rather than for the philosopher. While earlier speculation is by no means neglected, a wholesome emphasis is placed upon such thinkers as Hartley and Lewes whose efforts brought psychological advancement farther than is generally recognized. The former gave associationism its first definite statement; the latter brought that statement into what is, perhaps, its maturest form.

Professor Warren's account of the experimental studies of association could not be complete unless a volume or more were devoted to that single topic. The experiments which he describes as typical, however, are fairly well chosen. Some of them are concerned with a more accurate definition of the laws and conditions of association; others are concerned with the application of association methods to problems of mental diagnosis. The fact that this description of

<sup>1</sup> ROBERT FRANCIS SEYBOLT (translator), *The Manuale Scholarium*. Cambridge, Massachusetts: Harvard University Press, 1921. Pp. 122. \$1.50.

<sup>2</sup> HOWARD C. WARREN, *A History of the Association Psychology*. New York: Charles Scribner's Sons, 1921. Pp. iv+328.